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ABSTRACT

Focusing on secondary education in China, primarily since the Communist victory in 1949, this annotated bibliography contains 24 items. The listed items include books, journal articles, newspaper stories, examples of secondary Chinese educational materials, and reports from western educators traveling in China. Emphasis is placed on educational policy changes during and after the Cultural Revolution. Annotations include author, title, and a brief descriptive annotation. (CFR)

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SECONDARY EDUCATION IN THE PEOPLE'S REPUBLIC OF CHINA:

ANNOTATED BIBLIOGRAPHY

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Annotated Bibliography

By Franklin Parker

Benn, Caroline. "All Who Wish May Come." TIMES EDUCATIONAL SUPPLEMENT, 2947 (November 12, 1971), 18, 59.

A 1971 visitor to secondary schools (called middle schools) noted differences in curriculum and length of term between urban and rural schools.

Chang, K.L. "A Study of the Attitudes and Interests of Chinese Middle School Students." YENCHING STUDY OF PSYCHOLOGY, 2 (1932), 1-34.

Studied attitudes of about 1,900 secondary school boys and girls. Both sexes favored participation in the anti-imperialism (anti-Western) campaign and in seeking life's meaning. Boys worried more than girls about economic pressures. More girls thought Christianity benefited China even though China imitated too much of the Western materialistic life.

Chu, Shih-ying, and Ronald Yu-soong Chen. "Secondary Education in New China." THE SECONDARY SCHOOL CURRICULUM: THE YEARBOOK OF EDUCATION 1958. Edited by George Z.F. Bereday and Joseph A. Lauwerys. New York: World Book, 1958, pp. 146-54.

Changes Communists made in curriculum, textbooks, and enrollments in secondary education to reflect Communist ideology.

Cressy, Earl Herbert, and C.C. Chih. MIDDLE SCHOOL STANDARDS: SECOND STUDY. Shanghai: East China Christian Education Association, 1929.

"Educational Reform in Rural China." CURRENT SCENE; DEVELOPMENTS IN MAINLAND CHINA, 7, 3 (February 8, 1969), 1-17.

Describes the Cultural Revolution's impact on rural secondary education in terms of control, curriculum, and enrollment priority.

Fraser, Stewart E. "High School: Chinese Communist Style." CLASSMATE, 74, 5 (January 1967), 6-9.

Problems and successes encountered in providing middle and higher secondary education to millions of Chinese youth.

Fu, Tung-hua, and Wang-tao Ch'en, eds. CH'U-CHI CHUNG-HSÜEH-YUNG CHI-PEN CHIAO-K'O-SHU (A FUNDAMENTAL TEXTBOOK FOR JUNIOR MIDDLE SCHOOL). 6 vols. Shanghai: Commercial Press, 1933. In Chinese.

Example of a middle school reader with large number of items concerning the West.

Harner, Evelyn L. MIDDLE SCHOOL EDUCATION AS A TOOL OF POWER IN COMMUNIST CHINA. Santa Barbara, CA: General Electric, 1962.

Tables and documentation explain Communist changes in all levels of the education system, especially secondary schools. Precise curriculum details for the six-year middle school program, 1956-59, are included. Foresees education problems because of population pressures, poverty, and political ideology.

He, Zuo. "Middle Schools: Labourers with Socialist Consciousness and Culture." BEIJING REVIEW, 23, 1 (January 7, 1980), 21-23.

Stresses that secondary school students are expected to study hard for the motherland and especially for modernization (economic development).

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Hu, Shi Ming, and Eli Seifman. "A Question of World Outlook: Interviews with Chinese Middle School Graduates." ASIAN AFFAIRS, 62, 1 (February 1975), 30-36.

Interviews (1973-74) with two Chinese youths concerning their secondary school experiences.

Kuo, Tze-hsiung. "Secondary Education in China." INFORMATION BULLETIN, 4, 2 (May 26, 1936), 21-45.

Liao, Shih-ch'eng. "Middle School Education in China." BULLETINS ON CHINESE EDUCATION, 2, 12 (1923), 1-19.

Government-supported secondary schools, begun modestly in 1903, were placed under provincial authority. Curricula, per capita costs, and enrollment statistics are given.

Lin, Li-ju et al. "Secondary Education in China." EDUCATION IN CHINA: PAPERS CONTRIBUTED BY THE MEMBERS OF THE COMMITTEES OF THE SOCIETY FOR THE STUDY OF INTERNATIONAL EDUCATION. Edited by Ts'ui-ying Teng and Timothy Tingfang Lew. Peking: Society for the Study of International Education, 1923. pp. 1-20.

Examines evolution of government secondary education since its beginning in 1903 and important changes made by the 1922 reorganization. Major problem is the shortage of qualified teachers.

"Lujiang Middle School—Cradle of Champions." CHINA PICTORIAL, 6 (1984), 12.

Since 1979 a full-time secondary sports school, Lujiang now has 461 students, 23 academic teachers, and 41 athletic instructors. Founded in 1957 as a spare-time sports school, it has trained many world-ranking athletes, including Guo Yuehua, eight-time world table tennis champion.

Neiderberger, Robert J. "A Visit to Secondary Schools in the People's Republic of China." SOCIAL SCIENCE RECORD, 11, 3 (Spring 1974), 47-50.

Report on academic and labor programs of two urban middle schools visited.

Prybyla, Jan S. "Secondary Education in China." CHINA REPORT, 10, 5-6 (September-December 1974), 114-21.

Reviews the system of secondary schools existing before 1966 and the criticism leveled against the full-time schools by Maoists during the Cultural Revolution. In 1974 found a pervasive undercurrent of anti-intellectualism.

"Reforming Middle School Education." BEIJING REVIEW, 23, 35 (September 1, 1980), 5-6.

Combining vocational education with academic studies is part of the plan for improving secondary schools.

Research Group in the Study on Ideal, Motive, and Interest of Adolescents. "The Study in Ideal, Motive, and Interest of Adolescents in School in Ten Provinces and Cities." ACTA PSYCHOLOGICA SINICA, 14, 2 (1982), 199-210.

Found adolescents to be highly idealistic. Called for education to arouse student motives and foster their idealism while sharpening their interests.

"Revolution in Education in a City Middle School (Lanchow No. 5 Middle School)." CHINA RECONSTRUCTS, 18, 9 (September 1969), 14-17.

Work-study arrangements are shown as propaganda teams, during the Cultural Revolution, take control of Lanchow No. 5 Middle School, determined to end bourgeois intellectual influence.

Shirk, Susan L. COMPETITIVE COMRADES: CAREER INCENTIVES AND STUDENT STRATEGIES IN CHINA. Berkeley: University of California Press, 1982.

Interviews with 31 secondary students supported the contention that ambitious young people, keenly sensitive to political pitfalls, prefer to concentrate on academic excellence. Except during the Cultural Revolution, China has rewarded educational achievement.

Shirk, Susan L. "The 1963 Temporary Work Regulations for Full-Time Middle and Primary Schools: Commentary and Translation." CHINA QUARTERLY, 55 (July-September 1973), 511-46.

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According to Mao, theory and practice are both indispensable. Individual differences are recognized, and stress is placed on the individual working with the teacher rather than the group. Criteria for teacher, students, and the administration are outlined.

Stein, Annie. "Middle School No. 26, Peking, China." INTEGRATED EDUCATION: RACE AND SCHOOLS, 11, 2 (March-April 1973), 15-21.

Practical work is an integral part of the curriculum, planned and carried out with community cooperation. Middle school graduates' work experiences equip them for jobs in factories, on farms, or in the army.

"Training More Capable People: Tungshan Middle School, Then and Now." CHINA PICTORIAL, 7 (1978), 8-11.

Tungshan Middle School was founded in 1913 to oppose the warlord who controlled education. The Party in 1925 opened a branch there. As a leading school after 1949, Tungshan (Kwangtung Province) in 1978 was designated a key middle school.

"Urban Educational Revolution in Progress; a School Managed by Workers and Linked Up with a People's Commune and a PLA Unit." PEKING REVIEW, 12, 7 (February 14, 1969), 3-7.

Describes a factory-run secondary school in Lanchow City, Kansu Province.